



Strong Close Nursery School



Literacy Policy

Rationale

“The single most significant factor influencing a child’s early educational success (more than family circumstances, parents’ educational backgrounds or income) is an introduction to books and being able to read at home prior to beginning primary school.”

-Imagination Library.com.

“Every great writer was a new writer once– even Shakespeare” ***Alan Bleasdale***

Comprehension, word reading and writing are all about communication of ideas, feelings and information. Undoubtedly, these skills are fundamental in allowing us to operate fully within our world and in order to reach our full potential. The environment we create for children should reflect this importance. Children need to be offered experiences that will support their growing awareness of and enthusiasm for comprehension, reading and writing.

“It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).”

Statutory Framework for the EYFS Educational Programme.

To provide effectively for the learning, interests and needs of all our children we will use the ‘Statutory Framework for The Early Years Foundation Stage’ to inform our practice. The seven key features of effective practice from the non-statutory Development Matters will be at the heart of our day to day practice. We recognise the individuality of all children and the need to nurture their confidence, capabilities, and independence. Our curriculum will reflect the needs and interests of our children and we will develop more in depth learning through schemas, projects, real world experiences and repeated and motivating activities. To this end we will ensure that our practice reflects the characteristics of effective teaching and learning; Playing and Exploring, Active Learning and Creating and Thinking Critically. Our children that are on or being assessed for our resourced places are assessed using the Developmental Journal resources.

We know that Language and Literacy are inextricably linked and that both are vital foundations for life. This policy should be read in conjunction with our Communication and Language Policy.

Aims

Our aims set out how we intend to deliver a high quality curriculum

- To support all children in developing a love of reading and writing
- To provide a cross-curricular and whole school approach to the teaching of literacy, which is grounded in knowledge and understanding of the subject matter and the most effective ways of teaching and learning
- To value and respect the skills knowledge and understanding and the rich literacy heritages that many children bring in from home and their wider community
- To have a particular focus on the aspects of literacy in our planning and assessment
 - Comprehension
 - Word Reading
 - Writing
- To ensure that all children are supported in making progress and that we work towards narrowing the achievement gap.

Objectives

Our objectives set out how we implement our aims

- We will ensure that we develop and extend children's existing skills and concepts by providing a rich and varied range of literacy experiences in all areas of the school
- We will create a literacy rich environments that will engage, encourage and inspire children
- We will foster emergent literacy skills through conversational turn taking and exposure to a wide range of vocabulary, songs, rhymes books and stories.
- We will establish regular reading habits with children as we model reading and demonstrate how books can be used in everyday life
- We will encourage all families to register their child for a free book each month with the Imagination Library, provide a half termly core story for every child on Early Years Pupil Premium and introduce every child and family to our library with their own book bag
- We will promote opportunities to develop core strength and large muscle coordination which is a crucial first step towards writing
- We will promote early reading skills by developing word recognition and language comprehension across a broad range of opportunities
- We will use the indoor and outdoor environment, visitors, trips and outings as sources of literacy, extending experiences and learning in the real world
- We will provide a range of activities, materials and media to develop fine motor muscle coordination and children's mark making and emergent writing (this will be enhanced through the weekly visits of our artist in residence, write dance, dough disco and funky finger activities)

- We will provide children with opportunities to engage in dialogic reading (the opportunity to extend oral language skills through hearing a story and talking about it).
- We will ensure we provide targeted support to children who are learning English as an additional language and children with special educational needs.
- We will ensure that the literature and displays presented in the school reflect the diverse cultures and abilities represented in school.
- We will ensure all children have equal access to all the curriculum.
- We will involve and support parent / carers in our work by sharing individualised and specific and relevant strategies from our schema toolkit, 50 Things to do Before you're 5 app and Tiny Happy People website in relation to Literacy.
- We will discuss children and their interests weekly to inform planning, and share at home with parents and carers through our What's Happening to help support and deepen children's learning through play. Half termly planning newsletters are also developed by staff and shared with parents/carers.
- To ensure that children are making the best progress, over time, we will assess their progress and interests termly using Development Matters and the key observational checkpoints including the Developmental Journal materials for those children on specialist places, supported to make smaller steps of progress. The results of these, will inform future planning both at an individual level and also at a curriculum level.

The following support the **implementation** of this policy and ensure we monitor **impact**

- a. Guidelines on Curriculum Planning
- b. Communication Policy and Communication Strategies with Children
- c. Literacy and phonics guidelines.
- d. Development Matters
- e. Developmental Journal documents
- f. Assessment Policy and Guidelines